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AUTHOR Ryan, Thomas P.
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ABSTRACT

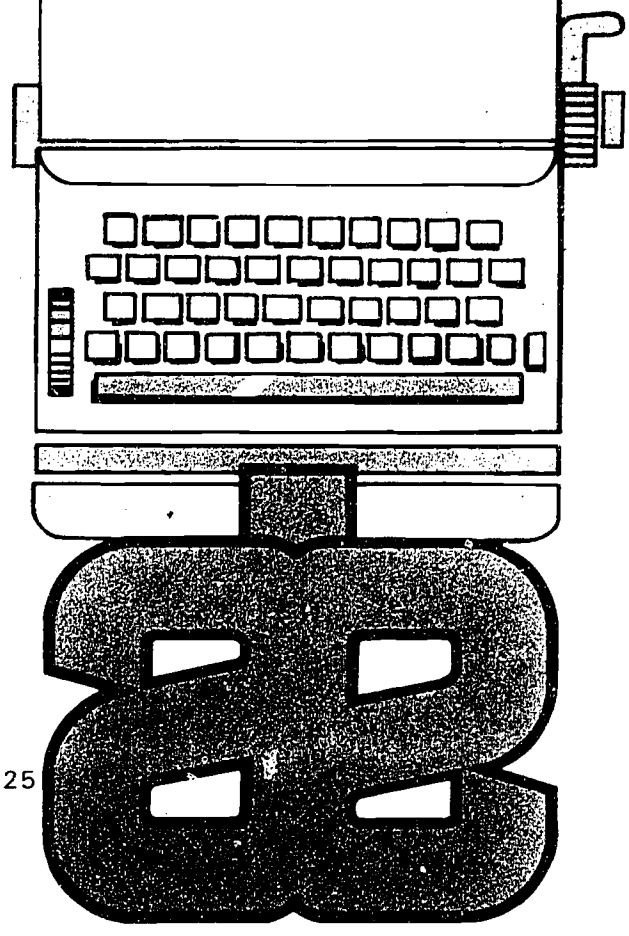
Several years ago the Virginia Department of Education provided grants to local school districts for several pilot programs addressing the problem of truancy and disruptive behavior by students. Six promising programs selected from these pilot projects, and eight additional programs not originally funded through the Virginia grants, were examined in order to develop a wide scope descriptive model for dealing with disruption and truancy. The intention was to provide information enabling school systems to define their problems, match those problems with potential solutions, select a solution, and implement that solution. This document describes the selection of programs to be analyzed, the methods used to disseminate information about the programs, and the methods for and results of evaluation of the dissemination process. Appendixes include materials disseminated to school districts informing them of the programs available, as well as materials giving further basic information on each of the programs. Lengthier narrative descriptions of the programs intended to be sent only to districts requesting specific information are reproduced in the second volume of this report. (Author/PGD)

Occasional Paper Series

Selected Programs for Reducing Truant and Disruptive Behavior in Schools

Thomas P. Ryan
Educational Services Office
Appalachia Educational Laboratory

AEL Occasional Paper 004
Volume 1



Appalachia Educational Laboratory

Post Office Box 1348
Charleston, West Virginia 25325
(304) 347-0410

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SELECTED PROGRAMS

for

REDUCING TRUANT AND DISRUPTIVE BEHAVIOR IN SCHOOLS

by:

Thomas P. Ryan

Appalachia Educational Laboratory
Educational Services Office
Post Office Box 1348
Charleston, West Virginia 25325
304/347-0400

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This paper results from a cooperative project involving the Appalachia Educational Laboratory (AEL), the Virginia Department of Education, and six participating local school divisions in Virginia.

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INTRODUCTION AND BACKGROUND

The pervasiveness of truant and disruptive behavior by students has been well documented across the country. The Virginia Department of Education addressed the problem several years ago by providing a number of grants for pilot programs. Over a dozen school districts in Virginia used these grants from the Department to initiate local projects. Based on the reservoir of information created through the most promising of these (as identified by the State Department of Education), an informal consortium consisting of the Department, the Appalachia Educational Laboratory, and six of the school divisions was formed in 1978 to develop a wide scope descriptive "model" (or series of alternatives) for dealing with student disruption and truant behavior at the LEA level. Participating school divisions were: Charlottesville City Public Schools, Chesterfield County Public Schools, Harrisonburg City Public Schools, Lynchburg City Public Schools, Prince Edward County Public Schools, and Virginia Beach City Public Schools.

The first phase of the project was a review and synthesis of the projects already tested in Virginia, along with a review of relevant literature to serve as a background. Strategies found commonly effective in discrete applications were identified and included in a planning document, refinement of which was accomplished through review and discussion by the experienced LEA personnel in the consortium.

Four meetings were held in late 1978, including the SEA, the six LEAs, and AEL (in Alexandria, Richmond, Charlottesville, and Lynchburg). A draft description of the projects (the first version of the intended "model") was prepared by AEL and distributed for the third of these meetin

Next, AEL sponsored visitations among the six local developers to further the SEA's intent that they consider adoption of additional components (from each other) as a pilot test of transference of the projects. AEL staff also visited the six projects to gather information on the operation and transferability of the projects.

As a result of these activities, two outcomes were verified at a meeting of all participants in early 1979: (1) that the LEAs had little interest in adapting each others' programs, preferring to invest in furthering their own concepts or in trying additional approaches, and (2) that the six programs really represented two basic approaches which varied only in implementation strategy. Consequently, it was concluded that, since some of the LEAs had in the meantime researched alternative solutions, those alternatives with documented success should be included in as much detail as possible. LEA representatives volunteered to work with AEL in producing the draft of the expanded document, which would contain sufficiently detailed information to enable a school system to define its problem, match its problem to a potential solution, decide on whether to adopt one of the alternatives, and implement the solution.

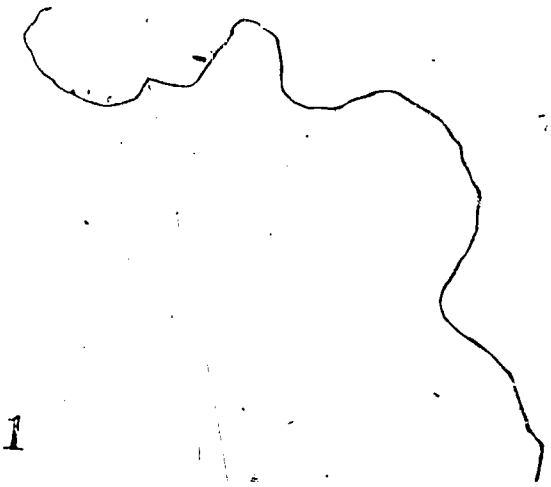
The remainder of 1979 was devoted to the selection and description of what eventually became 14 programs, out of a total of 26 which were considered. During this period, it was decided that the materials would be designed for three-stage dissemination, with increasing amounts of detail provided as recipients narrowed their choices. The first stage consisted of a brochure describing the project and summarizing the 14 programs. A copy is presented as Appendix A. The second stage, for use after respondents had seen the brochure, was a series of one-page data sheets on each project. These are provided in Appendix B. The final stage consists of a lengthy narrative

on each program, intended for distribution only to those indicating substantial interest in specific programs. Copies of these narratives are presented as Volume 2 of this document.

Dissemination of these materials--through mailouts to local school divisions in Virginia, presentations to interested groups of educators, publication in such AEL documents as the Regional Exchange Bulletin, and quick responses to telephone or mail requests for information--occurred during the first nine months of 1980.

In planning this dissemination, another expansion of the original scope of the project occurred. The Virginia State Department requested that the dissemination be evaluated, and that available information on both the dissemination and adoption processes be collected and analyzed. Consequently, a multi-purpose Product and Process Assessment Form was developed by AEL--to serve as an evaluation tool at presentations, and also to gather data on motivations, barriers, and demography related to potential adopters. A sample of the instrument is presented as Appendix C to this volume.

The selection, dissemination, evaluation, data collection and analysis processes and outcomes are described in the subsequent sections. Bibliographies are provided in Volume 2, as part of each of the narratives.



SELECTION OF PROGRAMS

The original six programs were selected by the Virginia Department of Education from its funded programs--based on its internal evaluation process. The intent was that elements from these six (or from fewer, if warranted) could be assembled into a "model"--perhaps after some cross-fertilization as a result of a close cooperative look at all six. As this process continued, however, it became clear that the LEAs were not interested in adopting segments of each others' programs, but were more interested in other programs which they had been examining. Further, it became clear that the six programs fell into two distinct categories--"treatment" (programs designed to deal with specific problems of identified individuals) and "prevention" (broader-based programs designed to help students succeed in school as a step in reducing negative behaviors).

Once it was decided to add "outside" programs to the six, each of the participants was invited to nominate programs for inclusion. There were a total of 20 nominations. The entire committee, at a series of meetings in early 1979, evaluated all of the programs--using the following general criteria: (1) degree to which successes were documented, and (2) ease of adoption. Included in the latter criterion were such issues as staffing requirements, training requirements, special requirements (e.g., space, equipment) and overall cost of adoption. Based on consensus judgement of the group, eight programs (of the 20) were added to the six original ones--and the materials presented in Appendices A and B and Volume 2 were developed.

DISSEMINATION

The group decided that its preferred strategy was "saturation" of the educational decision-makers within the state. Since cost was also a factor, it was decided to do this in stages. The awareness stage was accomplished through a brochure (Appendix A) which was mailed to every Middle, Junior, and Senior High School in the 140 school divisions in Virginia. A total of 1,750 brochures were mailed, including 450 to central offices of the school divisions.

The second stage was a series of presentations to teacher and administrator organizations throughout the state. During 1979 and 1980, a total of 12 such presentations were made--to every major organization which met over a 15-month period. There were over 900 attendees at these meetings.

At this juncture, AEL requested that it be allowed to make the materials available regionwide, through its Regional Exchange Bulletin. This was done, and resulted in an additional presentation at the 1979 Ohio Spring Conference--attended by over 100 local administrators and SEA personnel.

The third stage of the dissemination process involved followup--response to requests generated by the information provided in the mailouts and presentations. AEL received and responded to 133 such requests, from 20 states. Fifty-four of these were from Virginia. In addition, the Virginia State Department of Education and the six participating local school divisions received over 100 requests for further information or assistance during 1980. As of this writing, the six divisions are assisting over a dozen other school divisions (exact numbers are unclear because of the deliberate pace of the decision-making process by some potential adopters). Requests handled by AEL are tabulated in Figure 1 on the following page.

Figure 1

FILLED REQUESTS FOR VIRGINIA RS MATERIALS 12/1/79 - 11/30/80

TYPE OF REQUESTOR \ STATE	REGION							Rx SUPP.				OUT OF REGION												TOTALS
	VIRGINIA	ALABAMA	TENNESSEE	KENTUCKY	WEST VIRGINIA	OHIO	PENNSYLVANIA	NORTH CAROLINA	SOUTH CAROLINA	FLORIDA	GEORGIA	TEXAS	NEVADA	MARYLAND	NEW JERSEY	NEW YORK	CALIFORNIA	COLORADO	LOUISIANA	CONNECTICUT				
LOCAL EDUCATION AGENCY	48		33		1	1	6	1					2			1			1	1				95
STATE EDUCATION AGENCY	2	1				5				1	1				3	1								14
INTERMEDIATE UNIT (INCLUDING ED CO-OP, TEACHER CENTERS, ETC).	2		1				3													2				8
HIGHER EDUCATION	2			1		2	1					1				1		3						11
LABS AND CENTERS					1									1			2							4
H.E.W. REGIONAL OFFICES							1																	1
TOTALS	54	1	34	1	2	8	11	1		1	1	1	2	1	3	3	2	3	1	3				133

DATA COLLECTION AND ANALYSIS

As mentioned earlier, the Virginia State Department of Education suggested at a review session in 1979 that the project develop a dissemination evaluation process--and that it would be useful to collect information about adopter motivation, circumstances of adoption, and demographic information. Accordingly, the form presented in Appendix C was developed--the bottom part of which was used to collect participant satisfaction information at presentations, and mailout recipient responses to the materials. The top and center sections were used--respectively--to collect demographic and substantive adopter information.

The "satisfaction" information, generally positive, was formative in nature and was used in the course of the project to make changes in presentation formats and content. It will not be reported here.

The demographic and substantive information produced some interesting responses. A total of 393 questionnaires were returned, 336 of which were suitable for analysis (e.g., both demographic and substantive sections were filled out).

Tables 1-4, on the following pages, display the demographic breakouts for the total population along the dimensions of respondent professional position, type of system, size of system, and (for Virginia only) the region of the state.

Tables 5-12, on the pages which follow, detail the responses to the eight substantive questions related to adoption for the total population.

Tables 13-15 examine influences on adoption according to respondent position, type of system represented, and size of systems presented. Tables 16-18 array responses regarding likely stress on "treatment" vs. "prevention"

for the same demographic variables. Finally, tables 19-21 address perceived barriers to adoption along the same three dimensions.

Comments and conclusions on the data shown in tables 13-21 are presented on the pages beneath the tables.

DEMOGRAPHIC TABLES N = 336*

TABLE 1 - PRESENT POSITION

	VIRGINIA	OUTSIDE VIRGINIA	TOTAL
Teacher	28	18	46
Central Office Admin.	44	4	48
Bldg. Admin.	93	43	136
Higher Ed.	4	36	40
Other	23	30	53
Total	192	131	323

TABLE 2 - SYSTEM TYPE

Urban	60	41	101
Suburban	66	40	106
Rural	58	52	110
Totals	184	133	317

TABLE 3 - SYSTEM SIZE

Over 15,000 Students	73	51	124
7,500-15,000	79	33	112
Under 7,500	44	54	98
Total	196	138	334

TABLE 4 - REGION (Virginia Only)

Northern Va.	33
Central Va.	51
Western Va.	22
S. W. Va.	24
Southside	19
Tidewater	49
Total	198

*Not all respondents answered all questions.

TABLE 5 - PROGRAM YOU LIKE MOST

	VIRGINIA	OUTSIDE VIRGINIA	TOTAL
Point Economy System (Charlottesville)	41	24	65
ASSIST (In-school tutoring)(Chesterfield)	43	30	73
Interdisciplinary Team Teaching(Harrisburg)	44	25	69
In-School Suspension (Virginia Beach)	110	86	196
Community Advisor Model (Lynchburg)	30	23	53
Dropout Prevention (Prince Edward)	36	28	64
Cross-age Tutoring	31	17	48
DEEP	18	11	29
FOCUS	22	15	37
Schools Without Failure	44	33	77
Teacher Effectiveness Training	41	30	71
SODA	18	14	32
TIPS	42	30	72
DISCOVERY	17	11	28

TABLE 6 - PROGRAM YOUR SYSTEM WOULD BE MOST LIKELY TO ADOPT

Point Economy System (Charlottesville)	17	15	32
ASSIST (In-school tutoring)(Chesterfield)	21	15	36
Interdisciplinary Team Teaching (Harrisburg)	30	24	54
In-School Suspension (Virginia Beach)	84	57	141
Community Advisor Model (Lynchburg)	16	11	28
Dropout Prevention (Prince Edward)	24	15	39
Cross-age Tutoring	16	10	26
DEEP	8	5	13
FOCUS	6	1	7
Schools Without Failure	42	28	70
Teacher Effectiveness Training	35	24	59
SODA	3	8	11
TIPS	31	29	60
DISCOVERY	9	6	15

*Most respondents checked more than one program (Tables 5-8).

TABLE 7 - IN-DEPTH WORKSHOP YOU WOULD MOST LIKELY ATTEND

	VIRGINIA	OUTSIDE VIRGINIA	TOTAL
Point Economy System (Charlottesville)	14	6	20
ASSIST (In-school Tutoring) (Chesterfield)	22	14	36
Interdisciplinary Team Teaching(Harrisburg)	28	11	39
In-school Suspension (Virginia Beach)	73	34	117
Community Advisor Model (Lynchburg)	17	6	23
Dropout Prevention (Prince Edward)	15	18	33
Cross-age Tutoring	18	14	32
DEEP	3	6	9
FOCUS	3	5	8
Schools Without Failure	30	23	53
Teacher Effectiveness Training	51	20	71
SODA	1	2	3
TIPS	22	29	51
DISCOVERY	11	8	19

TABLE 8 - HOW WOULD YOUR SCHOOL SYSTEM MOST LIKELY DECIDE TO ADOPT A PROGRAM FOR DEALING WITH THIS PROBLEM (Check most important reasons)

Parent-Community pressure	141	58	199
Faculty or Teacher Org. pressure	93	51	144
Evidence from Legal or Court System	38	13	51
Internal Statistics from school system	115	90	206
Political or Press pressure	27	11	38
Other	29	229	673

TABLE 9 - WOULD YOUR SCHOOL SYSTEM MOST LIKELY FAVOR AN APPROACH STRESSING TREATMENT OF IDENTIFIED OFFENDERS OR PREVENTION BASED ON IDENTIFICATION OF LIKELY OFFENDERS?

Treatment	74	31	105
Prevention	86	76	162
Totals	160	107	267

TABLE 10 - WHAT ARE THE MOST LIKELY BARRIERS TO ADOPTION OF A FORMAL PROGRAM IN YOUR SCHOOL SYSTEM?

Possible cost	108	70	178
Faculty attitude	26	7	33
Community Acceptance	12	6	18
Lack of Facilities	60	51	111
Perception of need	32	27	59
Other	12	5	17
Totals	250	166	416

TABLE 11: - WHAT USE IF ANY, DO YOU FEEL WILL BE MADE OF THESE MATERIALS IN YOUR SCHOOL SYSTEM?

Positive	90	58	148
Negative	6	5	11
Totals	96	63	159

TABLE 12 - HOW DID YOU FIND OUT ABOUT THE WORK OF THE CONSORTIUM?

Meeting Agenda	20	71	91
VASE Materials	44		44
Statewide Mailout of Brochure	72		72
State Department of Education	20	5	25
Appalachia Ed. Laboratory	12	56	68
Totals	168	132	300

TABLE 13 - SCHOOL SYSTEM INFLUENCES ON ADOPTION AS PERCEIVED ACCORDING TO THE PROFESSIONAL POSITION OF THE RESPONDENT

POSITION	PARENT COMMUNITY PRESSURE	FACULTY TCHR/ORG PRESSURE	LEGAL COURT SYSTEM	INTERNAL SCH. SYS. STATS	POLITICAL OR PRESS PRESSURE	OTHER	TOTALS*
Teacher	42	6	4	19	14	8	93
Central Office	8	40	7	38	4	0	97
Bldg. Admin.	123	39	22	78	8	10	280
Higher Ed.	11	14	4	35	6	11	81
Other	13	43	8	31	1	2	98
Totals	197	142	45	201	33	31	649

About half the teachers who responded attributed parent or community pressure as the main influence; very few see faculty or teacher-organization pressure as a major influence.

Central office administrators, on the other hand, see teacher pressure as one of the two major influences, followed closely by statistical data (of which they probably would be most aware). They profess to feel little parent, community, or political pressure.

Principals, in contrast, feel tremendous parent and community pressure for such solutions. They feel a surprisingly small amount of teacher pressure, as compared percentage-wise to central office personnel.

*For Tables 13-15 and 19-21, most respondents checked more than one response.

TABLE 14 - SCHOOL SYSTEM INFLUENCES ON ADOPTION ACCORDING TO RESPONDENTS' SYSTEM TYPE

SYSTEM TYPE	PARENT COMMUNITY PRESSURE	FACULTY TCHR/ORG PRESSURE	LEGAL COURT SYSTEM	INTERNAL SCH. SYS. STATS.	POLITICAL OR PRESS PRESSURE	OTHER	TOTALS
Urban	70	37	19	64	6	8	204
Suburban	45	40	9	98	15	4	211
Rural	77	60	15	36	11	20	219
Totals	192	137	43	198	32	32	634

Urban systems (which generally have more of these problems historically than the others) feel more parent and community pressures than suburban systems. The extent of such pressure felt by rural systems is something of a surprise.

Urban and suburban systems seem to rely more on statistics as an influence, probably because they are often larger systems with better statistical services available to them. Faculty and teacher organization pressure is perceived as more important in rural systems than is generally thought to be the case.

Perhaps the most surprising aspect of this table is its overall impression, which is that there is less difference by location/type of system regarding influences on adoption of such programs than might have been imagined.

TABLE 15 - SCHOOL SYSTEM INFLUENCES ON ADOPTION ACCORDING TO RESPONDENTS' SYSTEM SIZE

SYSTEM SIZE	PARENT COMMUNITY PRESSURE	FACULTY TCHR/ORG PRESSURE	LEGAL COURT SYSTEM	INTERNAL SCH.SYS. STATS.	POLITICAL OR PRESS PRESSURE	OTHER	TOTALS
Over 15,000	83	46	22	79	11	10	251
7,500-15,000	50	44	15	91	18	5	223
Under 7,500	64	53	13	33	8	20	191
Totals	197	143	50	203	37	35	665

This table also reveals few really significant differences by system size. Large and medium-size systems cite statistical data as an influence more often than smaller systems (which often lack these kinds of services). Parent/community pressure is relatively more important in large systems, and faculty/teacher organization pressure more important in small systems. Political and press pressures play smaller roles in all three sizes of system than might have been imagined.

TABLE 16 - STRESS ON TREATMENT VS. PREVENTION BY POSITION OF RESPONDENT

POSITION	TREATMENT	PREVENTION	TOTALS*
Teacher	15	21	36
Cent. Office	8	30	38
Bldg. Admin.	70	43	113
Higher Ed.	6	25	31
Other	2	36	38
Totals	101	155	256

This table provides some interesting but highly predictable information. A majority of teachers and a preponderance of central office administrators and higher educators prefer the less direct and more abstract "prevention" than treatment as an approach to the problem. Over two-thirds of the principals, however (those on the "firing line") see treatment as the preferred approach.

*Not all respondents answered all questions in Tables 16-18.

TABLE 17 - STRESS ON TREATMENT VS. PREVENTION BY SYSTEM TYPE

SYSTEM TYPE	TREATMENT	PREVENTION	TOTALS
Urban	48	32	80
Suburban	22	60	82
Rural	28	61	89
Totals	98	153	251

This table shows a marked difference between urban and other systems. Urban systems opt for treatment at the 60% level, while only about one-third of the suburban and rural systems see treatment as the preferred appr ach.

TABLE 18 - STRESS ON TREATMENT VS. PREVENTION BY SYSTEM SIZE

SYSTEM SIZE	TREATMENT	PREVENTION	TOTALS
Over 15,000	55	46	101
7,500-15,000	34	56	90
Under 7,500	13	60	73
Totals	102	162	264

The same outcomes appear here as for Table 17. The large systems (mostly urban) opt for treatment, while the others (most suburban and rural) opt for prevention.

TABLE 19 - PERCEIVED BARRIERS TO ADOPTION BY POSITION OF RESPONDENT

POSITION	POSSIBLE COST	FACULTY ATTITUDE	COMMUNITY ACCEPTANCE	LACK OF FACILITIES	PERCEPTION OF NEED	OTHER	TOTALS*
Teacher	15	2	8	12	15	4	56
Cent Office	37	3	6	2	10	2	60
Bldg. Admin.	88	24	4	50	6	0	172
Higher Ed.	20	2	0	9	17	0	48
Other	12	0	0	34	8	11	65
Totals	172	31	18	107	56	17	401

Building administrators are profoundly more concerned about faculty attitude and lack of facilities than any other positions represented. Percentage-wise, the central office people are most concerned about cost, followed by the building administrators. The higher education respondents are more concerned with the question of need than any of those directly involved in running schools.

TABLE 20 - PERCEIVED BARRIERS TO ADOPTION BY SYSTEM TYPE

SYSTEM TYPE	POSSIBLE COST	FACULTY ATTITUDE	COMMUNITY ACCEPTANCE	LACK OF FACILITIES	PERCEPTION OF NEED	OTHER	TOTALS
Urban	41	4	1	48	21	10	125
Suburban	55	12	6	42	9	5	129
Rural	75	14	10	16	22	1	138
Totals	171	30	17	106	52	16	392

Urban systems seem relatively more concerned with facilities; suburban and rural schools slightly more than average with possible cost.

TABLE 21 - PERCEIVED BARRIERS TO ADOPTION BY SYSTEM SIZE

SYSTEM SIZE	POSSIBLE COST	FACULTY ATTITUDE	COMMUNITY ACCEPTANCE	LACK OF FACILITIES	PERCEPTION OF NEED	OTHER	TOTALS
Over 15,000	58	6	2	58	27	5	156
7,500-15,000	58	14	7	40	12	9	140
Under 7,500	60	13	9	11	19	3	115
Totals	176	33	18	109	58	17	411

This table follows the results in Table 20 closely. (Most large systems are urban; most small systems are rural; suburban systems are split between large and medium sizes.)

APPENDICES

APPENDIX A:

Program Brochure

SUMMARY CHART

Fourteen Programs for Prevention or Treatment of Truant or Disruptive Student Behavior

PROGRAM	GRADE LEVEL	PROGRAM MODE	STAFF	TRAINING	SPECIAL REQUIREMENTS	COST
1. A Point Economy System for students with serious Social and Academic Problems	6–8	Prevention and Treatment	One teacher, one aide per 20 students	External, Program Specific	Slight Modification to Classrooms	Modest additional staff cost
2. Alternative to Suspension: In-school Tutoring	7–12	Treatment	One per school (Special Contract)	Minimal, Program Specific	Study Carrels Desirable	Staff only
3. Interdisciplinary Team-taught Earth Science, English, and World Geography for Low Achievers	9	Prevention	Four-teacher team headed by Reading Specialist	Familiarization only	None	Materials, Some Staff (Minimal)
4. In-school Suspension Program	7–12	Treatment	One Coordinator per school	Familiarization only	One room per school for full day	Staff only
5. A Community Advisor Alternative Education Model	6–8	Prevention	One part-time Advisor per six students	Familiarization, OJT	Small extra space per group	Staff only (Minimal)
6. An Alternative Education Program for Dropout Prevention	8–10	Prevention	One teacher, one aide per school	Internal, Program Specific	None	Aide only
7. Cross-Age Tutoring	K–12	Prevention	Interested teachers, Part-time	Minimal	None	Minimal
8. Diversified Educational Experience Program (DEEP)	7–12	Prevention	Interested teachers, Full-time	In-service, External source	Storage space, purchased materials	In-service and materials only
9. FOCUS	10–12	Treatment	Interested teachers, Full-time	In-service from externally provided materials	None	Staff time for Counseling Component (Minimal)
10. Schools Without Failure	Elem.	Prevention	Regular (School-wide)	In-service, External source	None	15–30 hrs. of in-service (Materials included)
11. Teacher Effectiveness Training (TET)	K–12	Prevention	Regular	External, College-level in-service	None	In-service
12. Student Organization for the Development of Attitudes (SODA)	K–12	Prevention	Interested teachers, Part-time	Familiarization only	None	Minimal
13. Teaching Individuals Protective Strategies (TIPS)	K–12	Prevention	Regular	Familiarization only	None	Materials (Minimal) Some class time
14. DISCOVERY	3–12+	Prevention and/or Treatment	Special	Externally provided	Occurs outside School facility	Some additional cost

THE SIX VIRGINIA PILOT PROJECTS

·A "**Point Economy**" **System** for students with serious social and academic problems (Charlottesville City Public Schools): a structured program in basic subjects featuring immediate reinforcement through a point system for positive or negative behavior.

·**Alternative to Suspension In-School Tutoring** (Chesterfield County Public Schools): an in-school suspension program for junior or senior high school age students, featuring special-contract tutors supervising lesson assignments made by regular classroom teachers.

·**Interdisciplinary Team Teaching** (Harrisonburg City Public Schools): a 4-teacher team-taught English, Earth Science, and World Geography course for low-achieving 9th grade students-focusing on improved attendance and attitudinal change.

·**A Community Advisor Alternative Education Model** (Lynchburg City Public Schools): a middle-school tutorial program which uses adult advisors hired from the community, featuring a low student/advisor ratio and an individual plan for each student.

·**An Alternative Education Program for Prevention of Dropouts** (Prince Edward County Public Schools): a dropout prevention program for 8th-10th grade students featuring basic skills geared to consumer, civic and cultural awareness, focusing on survival skills and job preparation, and with weekly seminars with local community resource persons.

·**In-school Suspension Pilot Program** (Virginia Beach City Public Schools): an in-school suspension program for junior or senior high school age students featuring full-day supervision in one location and remedial extra work, with regular class assignments done as homework.

EIGHT ADDITIONAL APPROACHES WORTHY OF MENTION

·**Cross-age Tutoring:** an approach in which older students assist in teaching younger or less advanced students to the advantage of both.

·**Diversified Educational Experience Program (DEEP):** an alternative classroom management system in which students share in needs identification, objective-setting, task development, and outcome evaluation.

·**FOCUS:** a school-within-a-school for disaffected, low-achieving, or non-functioning high school age students, featuring group counseling plus modified programs in most academic areas.

·**Schools Without Failure:** an educational approach, based on reality-therapy concepts, to reaching negatively-oriented children through an eight-step approach to discipline.

·**Teacher Effectiveness Training (T.E.T.):** a process stressing teacher/student communication in fostering student self direction, responsibility, control, and evaluation.

·**Teaching Individuals Protective Strategies (TIPS):** a series of mini-courses designed to supplement standard curriculum in dealing with crime-related problems.

·**Student Organization for Development of Attitudes (SODA):** a program in which teams of high school students visit elementary classrooms to help build self-concepts and clarify values through games, presentations, etc.

·**Discovery:** a growth-through-adventure program, sharing the philosophy of Outward Bound, which features rigorous, challenging outdoor activities in five areas.

ADDITIONAL MATERIALS

This brochure, the first stage of the materials, provides summary information on the fifteen approaches. The second stage consists of data sheets on each program which contain more detail for those with specific grade-level or philosophic interests. The final stage, for those who have narrowed their choice to a small number of possibilities, consists of substantial narratives containing all available adoption information in detail.

This three-stage dissemination process has been adopted for two reasons: first, the budget precludes printing and distributing all of the materials to all of those interested in the general subject; it is necessary to distribute the narrative documents only to those who have chosen from the approaches presented. Second, this is still a research project, and the current phase is concerned with determining which of the approaches are most attractive to school personnel. In connection with this, we will be asking respondents to complete short questionnaires as they receive the additional materials.

Consortium Members

Information and visitation details on the six Virginia pilot projects may be obtained, respectively, from the following consortium members:

Mr. Herbert P. Cottrill, Jr.
Director, Evaluation-Finance
Charlottesville City
Public Schools
1562 Dairy Road
Charlottesville, Va. 22903

Dr. Fred D. Gillispie
Coordinator, Data Management and Federal Programs
Lynchburg City Public Schools
P.O. Box 1599
Lynchburg, Va. 24505

Mr. Leonard J. Rogers
Director of Instruction
Chesterfield County
Public Schools
Chesterfield, Va. 23832

Mr. Thomas Mayfield
Administrative Assistant
Prince Edward County
Public Schools
P.O. Box 427
Farmville, Va. 23901

Dr. Eunice A. Powell or
Mr. Joseph Myers
Harrisonburg High School
300 W. Grace St.
Harrisonburg, Va. 22801

Dr. Phillip Meekins
Director of Diagnostic and
Counseling Services
Virginia Beach City
Public Schools
P.O. Box 6038
Virginia Beach, Va. 23456

Information on the participation of the Virginia Department of Education in the consortium may be obtained from:

Dr. Mary F. Lovern
Supervisor of Pilot Studies
P.O. Box 60
Richmond, Va. 23216

Additional materials on any of the fourteen programs may be obtained from:

Thomas P. Ryan
Appalachia Educational Laboratory
5 Nelson St.
Rockville, Maryland 20850

ANNOUNCING

the outcomes of a project entitled

PROCEDURE FOR REDUCING DISRUPTIVE AND TRUANT BEHAVIOR

The pervasiveness of truant and disruptive behavior by students has been well documented across the country. The Virginia Department of Education has addressed the problem by providing a number of grants for pilot programs; several schools districts in Virginia have taken advantage of these grants from the Department to initiate local projects. Based on the success of some of the programs, and information developed by some of the more promising projects, an informal consortium was formed in 1978- consisting of the Department, the Appalachia Educational Laboratory, and several of the schools divisions- to research and disseminate procedures for dealing with student disruption and truant behavior at the Local Education Agency (LEA) level. Participating school divisions are: Charlottesville City Public Schools, Chesterfield County Public Schools, Harrisonburg City Public Schools, Lynchburg City Public Schools, Prince Edward County Public Schools, and Virginia Beach City Public Schools.

As a result of the 15-month effort, the consortium has identified fourteen programs worthy of recommendation- six developed within Virginia under the pilot grants mentioned above. The other eight originated (some within Virginia and some outside) from other sources.

This brochure is the first product to be disseminated by the consortium., it contains summary descriptions of the program, a chart which is intended to answer some of the most often asked questions by potential LEA adopters, contact information as to the consortium members, and descriptions of other materials available to interested LEA personnel through the consortium.

APPENDIX B:

One-page Descriptions (Data Sheets) for the Fourteen Selected Programs

DATA SHEET

Program Title: A Point Economy System for Students with Serious Social and Academic Problems

Description: A structured program in Math, Science, Social Studies, and English which provides immediate appropriate reinforcement or punishment through a point system

Specific Objective(s): Structured program for problem students, building of basic skills, promotion of self-control, elimination of distractions, eventual re-mainstreaming

Grade/Age Range: Middle School (6th to 8th grades)

Supporting Data: Pilot evaluation reveals positive outcomes in motivation, listening skills, reduction in physical acting-out and (weighted) for all objectives of program

Staffing: One teacher plus one aide per 20 students

Student Selection: Students with attitude, behavior, attendance, academic problems

Curriculum Content: Structured program in Math, Science, Social Studies, Reading and Language Arts

Program Management: Point-economy system in which points awarded immediately as reinforcement; points usable for purchase of tangible materials

Facilities Required: Slight modification to classrooms for isolation areas, record-keeping facilities

Parent/Community/Other Involvement: Requires substantial parent and community involvement

Potential Problems: Some cost, as student/teacher ratios lower and team planning time required. Working understanding of reinforcement techniques needed by the classroom teacher and aide

Sources of Information: Mr. Herbert P. Cottrill, Jr.
Director, Evaluation-Finance
Charlottesville City Public Schools
1562 Dairy Road
Charlottesville, Va. 22903

Sources of Additional Materials: Thomas P. Ryan
Appalachia Educational Laboratory
5 Nelson Street
Rockville, Md. 20850

DATA SHEET

Program Title: Schools Without Failure

Description: An educational approach, using the theories of reality therapy, to reaching negatively oriented children through an eight-step approach to discipline

Specific Objective(s): To decrease disruptive and truant student behavior

Grade/Age Range: All grades, but particularly effective at the elementary level

Supporting Data: Pennsylvania evaluation found positive impact on teachers, pupil attitudes, reduction in disciplinary referrals

Staffing: Extensive in-service training required for implementation

Student Selection: Class-wide, school-wide implementation

Curriculum Content: Focuses on re-evaluation of teaching/learning philosophy and grading practices

Program Management: Supervision for consistency of application of program principles is essential

Facilities Required: No special requirements

Parent/Community/Other Involvement: Full understanding of SWF by parents and community is necessary for success

Potential Problems: Cost and time for in-service training, acceptance of theoretical construct

Sources of Information: Bibliography available with narrative material

Sources of Additional Materials: Thomas P. Ryan
Appalachia Educational Laboratory
5 Nelson Street
Rockville, Md. 20850

DATA SHEET

Program Title: Interdisciplinary Team-taught Earth Science, English, and World Geography Course for Low Achievers

Description: A team-taught three credit block headed by a reading specialist; intended for low-achieving (potential dropout) ninth-grade students

Specific Objective(s): Positive attitude changes, improved attendance, lower dropout rate, improved standardized test scores

Grade/Age Range: Ninth Grade

Supporting Data: Pilot program evaluations show improvement in attitudes and self-image and decrease in discipline referrals

Staffing: Four-teacher team headed by a reading teacher and including subect-matter specialists in Earth Science, English, World Geography

Student Selection: Low achieving, negatively oriented, potential dropout students

Curriculum Content: *Earth and Man* interdisciplinary course, combining Earth-Science, World Geography, English, and Reading

Program Management: Self-contained team with team leader reporting to administration

Facilities Required: No special facilities needed

Parent/Community/Other Involvement: Parents involved at time of selection; support has been strong

Potential Problems: Team planning time required results in slightly lower student/teacher ratios; generally, no significant extra dollar costs for staffing

Sources of Information:
Dr. Eunice A. Powell or
Mr. Joseph Myers
Harrisonburg City Public Schools
300 West Grace Street
Harrisonburg, Va. 22801

Sources of Additional Materials:
Thomas P. Ryan
Appalachia Educational Laboratory
5 Nelson Street
Rockville, Md. 20850

DATA SHEET

Program Title: In-School Suspension Program

Description: A tightly controlled full-day in-school suspension program; students do remedial extra work under supervision and regular class assignments as homework

Specific Objective(s): Reduce out-of-school suspensions; improve student attitude, achievement, social adjustment

Grade/Age Range: Seven through Twelve

Supporting Data: Three annual evaluation studies showed a considerable drop in day-time vandalism in the community and in multiple suspensions, no increase in dropout rate, and support from parents, teachers and community

Staffing: One suspension-room coordinator per school

Student Selection: Students who would otherwise be subject to out-of-school suspension

Curriculum Content: Standard curriculum done as homework, which must be completed before the suspension is lifted; additional remedial work prescribed by suspension coordinator done during school day

Program Management: Suspension-room teacher reports to school administration; works closely with teachers and guidance personnel

Facilities Required: One room specifically for this purpose

Parent/Community/Other Involvement: Parents and community have been extremely supportive

Potential Problems: Tempting to teachers; numbers of total suspensions will rise significantly unless carefully monitored by school administration

Sources of Information: Dr. Philip Meekins
Virginia Beach City Public Schools
P.O. Box 6038
Virginia Beach, Va. 23456

Sources of Additional Materials: Thomas P. Ryan
Appalachia Educational Laboratory
5 Nelson Street
Rockville, Md. 20850

DATA SHEET

Program Title: A Community Advisor Alternative Education Model

Description: A tutorial program for low achieving middle school students using adult advisors hired from the community for 4-5 hours per day

Specific Objective(s): Focus on empathy, close supervision, basic skill tutoring, consumer education, job exploration

Grade/Age Range: Sixth through Eighth grades

Supporting Data: Three annual evaluations showed increases in test scores and positive responses from parents, students, and teachers

Staffing: One part-time advisor per six students in program

Student Selection: Low ability, low achievement, low motivation, attendance or behavior problems

Curriculum Content: Consumer Education, Job Exploration, Civics, Communication, Computation, and Work Experiences

Program Management: Coordinated by administration with heavy counselor involvement

Facilities Required: Small spaces for advisor, six students, storage of materials

Parent/Community/Other Involvement: Requires substantial parent and community involvement

Potential Problems: May be seen as replacing teachers in time of declining enrollment; cost, while low, is additional to regular instructional budget

Sources of Information: Dr. Fred Gillispie
Lynchburg City Public Schools
P.O. Box 1599
Lynchburg, Va. 24505

Sources of Additional Materials: Thomas P. Ryan
Appalachia Educational Laboratory
5 Nelson Street
Rockville, Md. 20850

DATA SHEET

Program Title: An Alternative Education Program for Prevention of Dropouts

Description: A dropout-prevention program featuring basic skills geared to consumer, civic, cultural, and occupational awareness

Specific Objective(s): Increased tested achievement, student self-esteem, attendance; reduced academic failure and dropouts

Grade/Age Range: Eighth through tenth grades

Supporting Data: Pilot evaluation reveals gains in test scores for participants, significant program support from faculty and parents

Staffing: One additional teacher plus one aide per school

Student Selection: Students with poor academic performance, attendance, attitude toward school, self-image

Curriculum Content: Two periods per day of basic reading and mathematics (geared to consumer, civic, cultural awareness), ½ day per week devoted to seminars; job preparation, survival skills

Program Management: Self-contained classes staffed by a teacher and an aide

Facilities Required: No special facilities

Parent/Community/Other Involvement: Parent approval required for participation; close cooperation regarded as essential

Potential Problems: Some extra staff costs involved

Sources of Information:
Mr. Thomas Mayfield
Administrative Assistant
Prince Edward County Public Schools
P.O. Box 427
Farmville, Va. 23901

Sources of Additional Materials:
Thomas P. Ryan
Appalachia Educational Laboratory
5 Nelson Street
Rockville, Md. 20850

DATA SHEET

Program Title: CROSS-AGE TUTORING

Description: An approach in which older, more advanced students assist in teaching younger or less advanced students to the advantage of both

Specific Objective(s): Improved attitudes toward people and toward school; prevention of disruptive and truant behavior

Grade/Age Range: Kindergarden through 12

Supporting Data: Available with narrative material from consortium

Staffing: Any interested teachers

Student Selection: Older students as tutors, less advanced (or younger) students as recipients

Curriculum Content: Most programs focus on basic reading and mathematics; programs need not be limited to these

Program Management: Teacher supervision, record-keeping by tutors and teachers

Facilities Required: No special requirements

Parent/Community/Other Involvement: Support is seen as very desirable by current practitioners

Potential Problems: Tutor understanding of program goals, faculty endorsement, transportation, time-scheduling

Sources of Information: Bibliography available with narrative materials

Sources of Additional Information: Thomas P. Ryan
Appalachia Educational Laboratory
5 Nelson Street
Rockville, Md. 20850

DATA SHEET

Program Title: Diversified Educational Experience Program (DEEP)

Description An alternative classroom management system, student-centered and project-oriented, in which students identify needs, formulate objectives, develop tasks, and share in evaluation of outcomes

Specific Objective(s): Reduction of dropouts and absenteeism, improved student attitudes

Grade/Age Range: Grades 7 through 12

Supporting Data: Available from sources listed below

Staffing: An in-service program for any secondary-level classroom teacher

Student Selection: Most positive gains have been recorded with truant, disruptive, disaffected students

Curriculum Content: Uses nontraditional teaching materials; emphasizes nontraditional course content and grading practices

Program Management: Classroom management system is a key feature of DEEP

Facilities Required: No special facilities except for storage; equipment and materials list provided with narrative materials

Parent/Community/Other Involvement: Regarded as essential to program effectiveness

Potential Problems: Consistency among teachers, student scheduling, faculty endorsement, maintenance of appropriate student/teacher ratio

Sources of Information: Jane Connett
Educational Services Building
640 North Emporia
Wichita, Kansas 67214

Sources of Additional Materials: Thomas P. Ryan
Appalachia Educational Laboratory
5 Nelson Street
Rockville, Md. 20850

DATA SHEET

Program Title: FOCUS

Description: A school-within-a-school for disaffected, low achieving, or nonfunctioning high-school age students; provides modified programs in most academic areas plus group counseling

Specific Objective(s): Improved self-concept, increased academic potential, improved attendance

Grade/Age Range: Secondary students

Supporting Data: A three-year evaluation at the original site demonstrated improved attitudes toward school, self-concept, academic achievement; increased disciplinary referrals, school suspension, dropouts (JDRP approved) (USOE)

Student Selection: Disaffected secondary-school students

Curriculum Content: English, Social Studies, Math, Work Experience

Program Management: Eight to ten students meet in a "family" grouping with one teacher for one hour daily for counseling; otherwise, students meet in regular-size classes with modified course materials

Facilities Required: No special facilities required

Potential Problems: Released-time cost and availability

Sources of Information:
FOCUS Dissemination Project
Human Resource Associates, Inc.
121 East Second Street
Hastings, Minnesota 55033

Sources of Additional Materials:
Thomas P. Ryan.
Appalachia Educational Laboratory
5 Nelson Street
Rockville, Md. 20850

DATA SHEET

Program Title: Schools Without Failure

Description: An educational approach, using the theories of reality therapy, to reaching negatively oriented children through an eight-step approach to discipline

Specific Objective(s): To decrease disruptive and truant student behavior

Grade/Age Range: All grades, but particularly effective at the elementary level

Supporting Data: Pennsylvania evaluation found positive impact on teachers, pupil attitudes, reduction in disciplinary referrals

Staffing: Extensive in-service training required for implementation

Student Selection: Class-wide, school-wide implementation

Curriculum Content: Focuses on re-evaluation of teaching/learning philosophy and grading practices

Program Management: Supervision for consistency of application of program principles is essential

Facilities Required: No special requirements

Parent/Community/Other Involvement: Full understanding of SWF by parents and community is necessary for success

Potential Problems: Cost and time for in-service training, acceptance of theoretical construct

Sources of Information: Bibliography available with narrative material

Sources of Additional Materials: Thomas P. Ryan
Appalachia Educational Laboratory
5 Nelson Street
Rockville, Md. 20850

DATA SHEET

Program Title: Teacher Effectiveness Training (T.E.T.)

Description: A process, stressing teacher/student communication in fostering student self-direction, self-responsibility, self-determination, self-control, and self-evaluation

Specific Objective(s): Developing effective communication strategies, problem-solving techniques, and group management skills

Grade/Age Range: All grade levels

Supporting Data: Participant response has been extremely positive: no hard research data is available to the consortium (see below for sources of more information)

Staffing: Teacher training program at any level

Student Selection: School-wide application

Curriculum Content: Focuses on three basic areas of communication skills, decision-making, and conflict resolution

Program Management: A college-level in-service course for teachers

Facilities Required: No special facilities required to implement T.E.T. processes

Parent/Community/Other Involvement: Parent involvement at time of implementation is regarded as important by the developers

Potential Problems: Time and cost for in-service training, level of basic communication skills of some teachers, faculty endorsement of such a retraining program

Sources of Information:
University of Virginia
Eastern Mennonite College
Charlottesville City Public Schools
Harrisonburg City Public Schools
Lynchburg City Public Schools
Effectiveness Training Associates, Pasadena, Calif.

Sources of Additional Materials:
Thomas P. Ryan
Appalachia Educational Laboratory
5 Nelson Stteet
Rockville, Md. 20850

DATA SHEET

Program Title: Student Organization for the Development of Attitudes (SODA)

Description: A program in which teams of high school students visit elementary classrooms to help build self-concepts and clarify values through thematically oriented games, presentations and other values

Specific Objective(s): To promote more humanistic relationships among students and staff, more positive interpersonal communications, opportunities for positive attitude development

Grade/Age Range: Kindergarden through 12

Staffing: Any interested high school teacher

Student Selection: Outstanding role-models

Curriculum Content: Thematically oriented games, presentations, projects

Program Management: Student teams work with sponsoring teachers

Facilities Required: No special facilities required

Potential Problems: Careful student selection and careful supervision are essential

Sources of Information: Mr. Ron Hutchinson, Principal
Charlottesville High School
Melbourne Road
Charlottesville, Va. 22903

Sources of Additional Materials: Thomas P. Ryan
Appalachia Educational Laboratory
5 Nelson Street
Rockville, Md. 20850

DATA SHEET

Program Title: Teaching Individuals Protective Strategies (TIPS)

Description: A series of mini-courses designed to supplement existing school courses in dealing with crime-related problems

Specific Objective(s): To provide positive attitudinal patterns, responsible behavior through analysis of consequences, and foster a sense of responsibility

Grade/Age Range: Kindergarden through 12

Supporting Data: A third-party evaluation in Charlottesville revealed that parents, teachers, and students are very positive; that it has reduced truant and disruptive behavior in participants

Staffing: Regular staff

Student Selection: School wide

Curriculum Content: Fourteen crime-related mini-courses taught as supplements is regular classes

Program Management: Teacher-managed

Facilities Required: No special facilities or equipment needed

Parent/Community/Other Involvement: Parent involvement essential to success; parents have been very supportive in Charlottesville

Potential Problems:

Sources of Information: Mr. Scott Hamrick
Supervisor-TIPS Program
Charlottesville City Schools
1562 Dairy Road
Charlottesville, Va. 22903

Sources of Additional Materials: Thomas P. Ryan
Appalachia Educational Laboratory
5 Nelson Street
Rockville, Md. 20850

DATA SHEET

Program Title: DISCOVERY

Description: A growth-through-adventure program, sharing the philosophy of Outward-Bound, which features rigorous, challenging outdoor activities in five areas

Specific Objective(s): Participants' deeper understanding and appreciation of themselves, peers and adults, and the environment; consequent improvement in self-image

Grade/Age Range: Ages eight through adulthood

Supporting Data: Available through sources listed below

Staffing: Program director, teachers, aides in proportion to program size

Student Selection: Students needing to build individual self-confidence and/or social/group interaction skills

Curriculum Content: Mountaineering, canoeing, orienteering, spelunking

Program Management: Usually self-contained under a director

Facilities Required: Various with locations and specific activities

Parent/Community/Other Involvement: Parent consent essential

Sources of Information: Discovery, Inc.
316 A Victoria Drive
Herndon, Va. 22070

Sources of Additional Materials: Thomas P. Ryan
Appalachia Educational Laboratory
5 Nelson Street
Rockville, Md. 20850

APPENDIX C:

Data Collection Form

PROGRAM AND PRODUCT ASSESSMENT FORM

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CONSORTIUM FOR DEVELOPING APPROACHES TO REDUCTION OF TRUANT AND DISRUPTIVE BEHAVIOR IN VIRGINIA PUBLIC SCHOOLS

This form attempts to allow you to provide, quickly and with minimum effort, information to the Consortium on the perceived quality of its materials and their potential impact on decision-making related to dealing with truant and disruptive behavior at the school-system level.

The first section, to be used for statistical analysis only, asks some questions about your job level and about your school system. The second section addresses questions related to quality, impact, and decision-making, (all intended for improvement in the program). You need not sign the form.

YOUR PRESENT POSITION

Teacher _____
Central Off. Admin. _____
Bldg. Admin. _____
Higher Education _____
Other _____

YOUR SCHOOL SYSTEM (IF APPLICABLE)

Urban _____ Over 15,000 students _____
Suburban _____ 7,500 – 15,000 _____
Rural _____ Under 7,500 _____

City _____ Northern Virginia _____ Southwestern _____
Town _____ Central Virginia _____ Southside _____
County _____ Western Virginia _____ Tidewater _____

From the information you have now, please answer these three questions by ranking your top three choices - placing a "1" opposite your first choice, a "2" opposite your second choice, etc.	PROGRAM YOU LIKE MOST	PROGRAM YOUR SYSTEM WOULD BE MOST LIKELY TO ADOPT	IN-DEPTH WORKSHOP YOU WOULD MOST LIKELY ATTEND
Point Economy System (Charlottesville)			
ASSIST (In-school tutoring) (Chesterfield)			
Interdisciplinary Team Teaching (Harrisburg)			
In-school Suspension (Virginia Beach)			
Community Advisor Model (Lynchburg)			
Dropout Prevention (Prince Edward)			
Cross-age Tutoring			
DEEP			
FOCUS			
Schools Without Failure			
Teacher Effectiveness Training			
SODA			
TIPS			
DISCOVERY			

TIPS ..... _____ _____ _____

DISCOVERY ..... _____ _____ _____

How would your school system most likely decide to adopt a program for dealing with this problem? (Check most important reasons)

Parent - Community pressure	_____	Internal Statistics from school system	_____
Faculty or Teacher Org. pressure	_____	Political or Press pressure	_____
Evidence from Legal or Court System	_____	Other (Please specify) _____	

Would your school system most likely favor an approach stressing TREATMENT of identified offenders or PREVENTION based on identification of likely offenders?

Treatment _____ Prevention _____

What are the most likely barriers to adoption of a formal program in your school system?

Possible cost	_____	Lack of facilities	_____
Faculty attitude	_____	Perception of need	_____
Community Acceptance	_____	Other (Please specify) _____	

Do you know of other programs or approaches to this problem which you feel should have been listed in our materials? If so, please identify:

_____

_____

What other kinds of information should we have provided (or do you still need to help you react to the approaches listed)?

_____

_____

What use, if any, do you feel will be made of these materials in your school system?

_____

How did you find out about the work of the Consortium?

Meeting Agenda	_____	State Department of Education	_____
VASE Materials	_____	Appalachia Ed. Laboratory	_____
Statewide Mailout of Brochure	_____	Other (Please specify)	_____

Please make any comments you care to about the materials and/or the presentation of the Consortium's recommendations:

_____

_____

_____